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Predicting the Academic Performance of Adolescents' Writing Course based on their Level of Emotional Creativity

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Abstract

The aim of this study was to investigate the rate of predicting the academic performance of adolescent writing course by creativity-based methods in the statistical population of all male junior high school students in Babolsar in the academic year of 2017-2018. The sample was selected by one-stage cluster sampling method and then simple random selection that had common teachers in the writing lesson. A total of 60 students were selected, the data were collected through the implementation of April (1999) Emotional Creativity Questionnaires and the teacher-made assessment of the writing course. The research methodology includes descriptive-correlation. The statistical method used was multiple linear regression. The main findings indicate that emotional creativity is able to predict the academic performance of students' writing course (F = 396 and P <0.127).

Keywords: emotional creativity, academic performance of writing course**.**

Statement of the Problem

In order to face the multitude of hidden challenges in the future, human society, in its dream to achieve ideals such as peace, freedom, and social justice, considers education as an inevitable asset. Due to the advancement of technology and the constant changes that occur, the conditions for change must be created in every society. The prerequisite of any change is knowledge and awareness, followed by hard work to achieve the desired goals. The importance and fruitfulness of better teaching and learning methods has always been considered by scientists and researchers in the educational sciences. Since the beginning of the twentieth century many have been done for forty years on the effectiveness of teaching methods in all courses by Moman and Lai and then Clapard, Maria Montessori, John Dewey, Herbert, Thorndike and his colleagues and in many countries in many countries. (Afshar 2011, p. 183)

Nowadays, teaching approaches are focused on innovation, creativity, and knowledge production, so these approaches must be one of the most important characteristics of the teaching method so that the teaching process is based on the principle of learners' interaction with the environment and the discovery of facts (Fazlikhani, 2013).

One of the main goals in each society is the development of logical and creative thinking in students, which has long been considered by professors and experts in the education system,

and its estimation mainly depends on the quality and methods of teaching. Because wherever there is talk of education, the concept of teaching and its methods is subconsciously visualized in the mind. Research on teaching methods indicates that many teachers still spend a significant portion of their class time lecturing or asking questions that require nothing more than collecting simple scientific facts and only on percentage of time spent in class is allocated to questions that require thoughtful answers (Najafi Hezar Jaribi, 2014).

Teaching is not just explaining a lesson or learning is not just listening to it. The aim of learning is not about remembering and passive learning, but learning includes engaging the students actively and creatively and sharing in a teamwork (Tick, 2007). In fact, education is a step by step development from simple to complex and from easy to difficult tasks. Therefore, first a simple and general design should be created, like a sketch which created by a portraitist and the design should be completed by giving details (Naghibzadeh, 2015).

A good teacher is not someone who teaches a lot of subjects in a short time, but someone who inspires the student to learn and understand. Because the goal of education is not to accumulate information, but to use the ability to think and understand, and the best way to understand is to apply knowledge, we understand and remember better when we ourselves experience it. Naqibzadeh, 2015).Whenever a person wants to do something but fails to achieve his goal, a problem arises for him. In other words, any ambiguous situation is an issue. Most problem-solving researchers agree that a problem occurs only when a person encounters a problem because no immediate answer is available (Gok & Silay, 2010). *Dewey* believes that the best teaching method is to use the method of scientific research by the students themselves, the same method that a researcher or scientist uses to arrive at the answer to a problem. After facing an ambiguous situation, he asks a precise question, searches and collects information to find the answer, arrives at the answer or answers about the information he provided, and finally evaluates it to make sure whether it is correct or incorrect. The teacher should refrain from expressing ideas firmly and dogmatically because this will cause the students assume that all important issues are solved previously (Naqibzadeh, 2015). Even giving information is just useful when it is needed to solve the problem, because information can be identified only when used (Naghibzadeh, 2015).

In contrast to this method, there is the traditional method of teaching, the most important thing in this method is what the teacher says during his speech in class, all the students should listen passively and pay attention to him. There may also be a tendency for the teacher to speak alone in class and even discourage or frustrate students from asking questions or commenting.Given the above, the question arises as to whether emotional creativity is able to predict changes in academic performance in students' writing course.

research methodology

The research method is descriptive-correlation.

population and statistical sample of research

The statistical population of the present study all male secondary school students in Babolsar in the academic year of 2017-2018

Statistical sample and sampling method

First, one-step cluster sampling method, then simple random sampling, which had common teachers in the writing course was selected (Sample size is 60 people.)

Data collection tools

April Emotional Creativity Questionnaire (ECI)

The April Emotional Creativity Questionnaire was used to measure the emotional creativity variable which has been innovated of the April Emotional Creativity Scale (1999). This scale has 30 items and four dimensions (components) including innovation, effectiveness, originality and readiness. Among them, 7 items measure emotional readiness, 14 items of innovation, 5 items of effectiveness and 4 items of originality. In front of each item is a range from 1 (very low) to 5 (very high). It should be noted that questions 11 and 29 are scored in reverse. April (1999) reported the reliability of the total emotional creativity score using the Cronbach's alpha coefficient of 0.91. April (1999) used factor analysis and correlation with similar tests to evaluate the validity of the scale, which based on factor analysis obtained three dimensions instead of four, and the dimensions of effectiveness and originality formed a factor together. The first dimension is innovation, which includes 14 items, and then the dimension of originality includes 9 items and readiness includes 7 items. Hashemi (2009) confirmed the three-factor structure of this scale on a sample of Iranian students and reported its validity and obtained the reliability coefficient of this scale using Cronbach's alpha coefficient. He calculated the alpha coefficient for the subscales of innovation, originality and readiness to be 0.85, 0.71 and 0.64, respectively.

2-Teacher-made test is writing.

Results and findings

The academic performance hypothesis of students' writing course is predictable based on emotional creativity

Model Summary Table

Model	R	Square	ısted Value of R	Error
1	.199[a]	.040	.023	2.243

Anova Table

Model		The sum of Squares	df	The Mean of Squares	F	Significance
1	Regression	12.057	1	12.057	2.396	.127[b]
	Residuals	291.876	58	5.032		
	Total	303.933	59			

Stepwise multiple linear regression method was used to investigate the multiple relationship between these variables. In this regression method, the components of emotional creativity as predictor variables and the academic performance of the writing course as a consequence variable were entered into the regression equation. The results of this study are presented in the table. The results of this model showed that emotional creativity with the value (F = 2.396, P> 127b) predicts the academic performance of the writing course.

Conclusion

Findings of the present study with the results of a study entitled "Study of the relationship between creativity and emotional sensitivity of male and female junior high school students at first and second grade in Development of Exceptional Talents School in Birjand" in 2013 by Ahadi, Mazaheri and Fakhri" indicate that more creative people, are more emotionally emotional sensitive. In terms of characteristics, girls with more creativity are domineering, and boys with less creativity tend to be more adventurous. Also, Bambuti (2008) in a study showed that many students who are able to adjust their cognitive, motivational and behavioral aspects of their academic performance have been very successful as learners. These findings suggest that self-regulated learning is a predictor of academic performance, and that learners need to learn how to adjust their performance and maintain their objectives despite difficult assignments in order to achieve academic success. In addition, this finding is consistent with the research findings of Kamian Khazaei (2010), Fazli Khanali (2004), Ali Hosseini (2010), Gauguin (1983), Madon and Leighton (1968), Milgram (1990), Torrance (1987), Remy and Pierre (1974); Sullivan (1974); Chambers (1973); Romero Gonzalez (2009), Klins (2009), Peng (2010), Consting (2010), Claverne (2010), Michelle and François 2010), Marie Klein (2009), Katami and Alkais (1995) Beach Hooda et al. (1994) (2009), Katami and Alkais (1995), Beach Hooda et al. (1994). A study by Gauguin (1983) who used the Torrance Creativity Test on a sample of 225 children in school found that active methods on developing of creativity of students, especially girls, are further in contrast the students in the traditional way have shown the least increase in creativity. After a year, even their creativity was shown to be lower than the baseline compared to the opposite group (active method). Another study by Haddon and Leighton (1968) comparing dynamic and traditional classes found that children had showed a more consistent superiority in divergent thinking than children with traditional classes after four years of elementary school.

Milgram (1990) also believes that the reason for the school's failure to develop creativity is largely due to uniform education. However, each of the children is completely different from each other. Torrance (1987) found in 308 studies that appropriate teaching methods have a positive effect on children's creative development and are successful in 70% of cases. A study by Remy and Piper (1974) and Sullivan (1974) focused on comparing dynamic or open classes with traditional classes. The open or dynamic classroom space results in the development of research, curiosity, manipulation, self-regulation, and learning.

In a study of 671 teachers, Chambers (1973) examined their negative and positive effects on students' creativity. The analysis of the answers showed that teachers who promote students' creativity tend to use informal methods in managing and guiding the class. They allow students to choose the topics they want. They welcome their unusual perspectives, reward creativity, interact with students outside the classroom, and encourage students' independence and their positive performance as a role of effective pattern of creativity.

In a study by Romero Gonzalez et al. (2009), the effect of exploratory learning methods on the speed of receiving and improving information retrieval has been confirmed. Clims (2009) During his finds that updating teaching methods and developing tem to create the best teaching conditions. Cheng (2010) believes that creativity should be enhanced in the classroom using new and changed methods that in a best way facilitate educational conditions. Claverne (2010) believes teachers should use different and more diverse methods in the classroom until the end of the school year for students to learn better and to achieve different aspects of creativity. Michel François (2010) considers a more advanced way of teaching creativity which enhances teachers' knowledge, attitude and skills. Marie Klein (2009) concludes that the method of teaching lecture affects creativity and also activates the students mind as a complementary method.

Katami Eccles (1995) reviews the relation between creativity and academic achievement and cultural, social, and economic variables, and finds that there is a significant difference between creative and non-creative individuals in terms of their scores. Beach Hooda et al. (1994) studied the effect of exploration training in biochemistry and concluded that exploration has a positive effect. In a study conducted by Fazli and Khanali in 2004 under the title of comparing the effectiveness of active and traditional teaching methods on the creativity of middle school students in Farbodan city, they concluded that active teaching methods have a greater role in academic achievement. In a study conducted by Ali Hosseini in 2010 entitled "The effect of active method and passive teaching method on the creativity of high school students in Tehran District 1" concluded that new teaching methods have a greater impact on creativity. Therefore, we conclude that creativity-based teaching methods affect students' creativity.

Therefore, we conclude that emotional creativity is able to predict the academic performance of students' writing course.

Resources

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